DOCUMENT RESUME

ED 288 030 CE 048 923

TITLE	Project P.R.O.U.D. Book 1.
INSTITUTION	Mid-State Literacy Council, State College, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE	85
NOTE	32p.; For other readers in this series, see CE 048 922-928.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Adult Reading Programs; Illiteracy; *Language Experience Approach; Learning Activities; Literacy Education; *Reading Instruction; Reading Materials; *Reading Skills; *Student Developed Materials; Tutoring
IDENTIFIERS	310 Project

ABSTRACT

This reader, the first in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 1 correlates to Skill Books 1, 2, and 3. Titles of stories in this reader are Would You Like To Live in the Woods?, My Walkman, Oatmeal Cookies, At the Ball Game, The Ponies, Music I Like, My Clock, and Days of the Week. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

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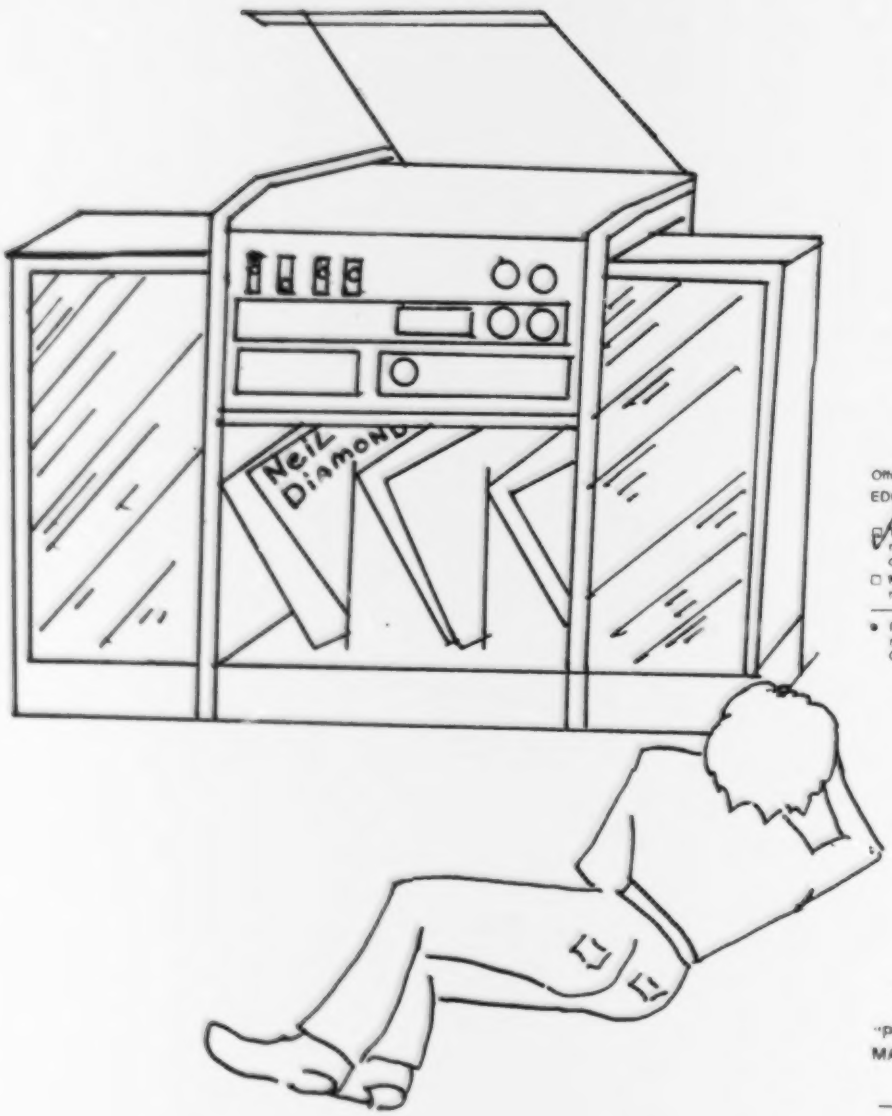
PROJECT P.R.O.U.D.

BOOK 1



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PROJECT P.R.O.U.D. READERS

These readers were developed through a 310 Grant funded by the Federal Government to support a tutor training project. Project P.R.O.U.D. is an acronym for People Reading Their Own Unique Dictations. This project was designed to eliminate the problems associated with book-centered, one-to-one tutoring: uninteresting, non-pertinent material focusing on single reading skills rather than reading as communication; lacking in learner-centered activities, confirming low self-worth attitudes and the feeling of being a one-of-a-kind reader. Tutors using the language Experience approach with their students wrote these stories and used them as a teaching tool with their students in their lessons. This approach was learner-centered rather than skill-centered, with the student as an active, creative, equal participant in the learning-teaching process. The method utilized the unique experiences, knowledge and concerns of the students. The vocabulary, exercises and comprehension questions produced from the student's own words were more meaningful to the student.

The language experience stories and their accompanying skill exercises and comprehension questions were submitted by the tutors and students and collected into six readers/books. Through these readers, the students are able to share their experiences with other students, get recognition of the value of their communications and learn about other students' experiences and similar problems and concerns, as well as learning reading, decoding and comprehension skills. It is our hope that you as tutors will find these readers a valuable teaching tool to use as supplementary material in your one-to-one tutoring.

Director: Monica Kindig
Typist: Bunny Moon
Artist: Margaret Cieply

TUTOR'S GUIDE FOR PROJECT P.R.O.U.D. Readers

A. How to Choose the Right Book/Level

The reading level of the P.R.O.U.D. readers correlates to the reading levels of the Laubach Skill Books in that they are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader.

Reader #1 correlates to Skill Books, 1, 2, and 3

Reader #2 correlates to Skill Books 3 and 4

Reader #3 correlates to Skill Books 3 and 4

Reader #4, 5, and 6 correlate to Skill Book #4 and above

Choose a reader correlating to the Skill Book your student is now working in OR you may wish to start with the first reader regardless of the Skill Book you are using in order to access the full collection of stories which may interest your student.

B. How to Use/Read the Readers

1. Together, review the vocabulary in the box and any other appropriate vocabulary in the story:

   a. To read words:

      1. Sound out the beginning letter of the word

      2. Break it into syllables

      3. Sound out the syllables

      4. Sound out the word

   b. Discuss word meaning

   c. Use word in a sentence

2. Using the duet reading method, read the story with your student. If you know that your student can read the story comfortably without duet reading, allow the student to read it alone.

3. Read each sentence orally and have the student read each sentence after you.

4. Proceed to fill in exercise. Student should read each sentence and fill in the missing word. If this proves difficult for your student, remind the student to look back to find the exact sentence printed in the story.

5. Complete the remaining exercises and comprehension questions.

   NOTE: The last set of comprehension questions is geared to help your student form an opinion and possibly generate a story.

6. REVIEW: Read the story together again.

C. Is the Book You Chose Appropriate for Your Student?

1. If the story was too simple and the student wants more of a challenge, select the next higher book.

2. If the story was too difficult and the student would like an easier one, select the next lower book.

D. Other Suggested Uses

1. For an alternative, read the story to your student. This is particularly valuable if your student is interested in a story which has a reading level or vocabulary level much higher than your student's current reading skills.

2. Have your student read the story onto a tape for independent use at home, or to listen to in class while following along in the book.

3. The vocabulary in the stories will contain words which only need to be read orally for meaning in the story and do not need to be learned. Focus on vocabulary to learn that is a part of "everyday" usage.

   (Check your tutor handbook for Fry and Dolch lists)

4. Make up your own exercises as you see a need or interest develop for your student. Check your tutor handbook for other exercises you may use. Flash cards may be a useful tool in learning new vocabulary words.

5. You know your student best. Do the exercises which apply to your student's level. If an exercise is too difficult—skip it.

E. POINTS TO REMEMBER WHEN USING P.R.O.U.D. Readers

1. Readers should not be used consumably

   Use transparency overlays for puzzles or activities in the readers. Transparencies can be obtained from the office.

2. Students should be encouraged to keep a notebook in which to record answers to the comprehension questions or to write their own stories.

3. Students should always respond to written or verbal questions in complete sentences.

BOOK I

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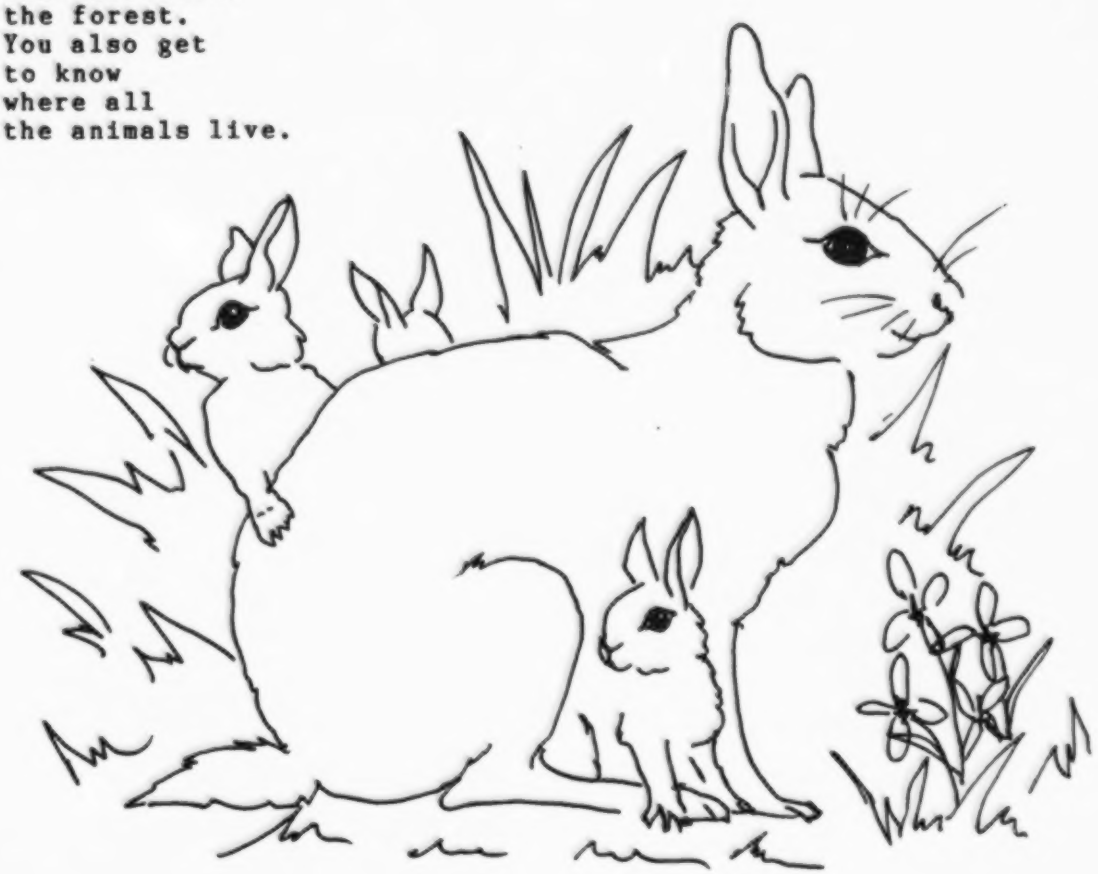
WOULD YOU LIKE TO LIVE IN THE WOODS?

by Ray Trigger

all	yes	get
and	give	like
listen	can	bird

Yes,
I would like to.
Because I like
to listen
to the birds
and watch the animals.
Because it gives
you time
to think about life.
You can also
get to know
all the animals.
And you
can understand
the forest.
You also get
to know
where all
the animals live.



FILL IN THE MISSING WORDS

1. Yes, I would _____ to.
2. Because I like to _____ to the birds.
3. and watch the _____.
4. Because it gives you time to _____ about life.
5. You can also get to _____ all the animals.
6. And you _____ understand the forest.
7. You also get to know where _____ the animals live.

ADD S AND READ

ONE	MORE THAN ONE
animal	animal__
bird	bird__
bear	bear__
forest	forest__

CAPITAL LETTERS

Which words begin with a capital?

___i	___june
___bird	___you
___monday	___animal

WORD FIND

P P P A L L	ALL
B G P P P P	YOU
I I P Y O U P	GIVE
R V T P P P	YES
D E P Y E S	BIRD

THE STORY

1. What does the author listen to?

_____

2. What does the author watch?

_____

3. Would the author like to live in the woods?

_____

YOUR TURN - TELL ABOUT YOU

1. Would you like to live in the woods?

2. What is your favorite animal?

MY WALKMAN
by Tim Sawchuk

cost	listen	sing
hear	music	work

I have
a Walkman
that I got at
David Weis Store.
I don't remember
how much it cost.
The Walkman
has ear phones.
So I can listen
to the music
without
anyone else
hearing it.
I listen to
QWIK rock on FM.
I take it
with me to work.
I like
singing with it.
I listen to it
on the bus.

FILL IN THE MISSING WORDS

1. I _____ a Walkman
2. that I _____ at David Weis Store.
3. _____ don't remember how much it cost.
4. The Walkman _____ ear phones.
5. So I _____ listen to the music.
6. I _____ it with me to work.
7. I _____ singing with it.
8. I _____ to it on the bus.

ADD TWO LITTLE WORDS TO MAKE ONE BIG WORD

walk + man = _____

with + out = _____

any + one = _____

WORD FAMILIES

ADD A LETTER AND READ

Add c __an

Add m __an

Add p __an

Add r __an

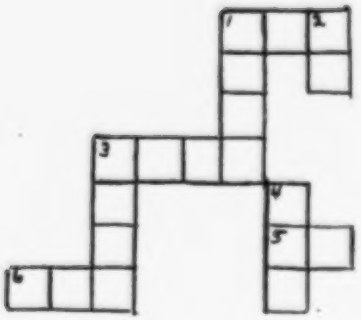
Add t __an

WORD HUNT

W	O	R	K	Z	Z	Z	WORK
Z	Z	Z	B	Z	Z	Z	BUS
Z	Z	M	U	S	I	C	CAN
Z	Z	Z	S	Z	Z	A	MUSIC
S	T	O	R	E	Z	N	STORE

CROSSWORD PUZZLE

ACROSS	DOWN
1. has	1. have
3. take	2. so
5. at	3. that
6. got	4. ear



THE STORY

1. What does the author have?

_____

2. Where does he take his Walkman?

_____

3. Where does he listen to his Walkman?

_____

YOUR TURN - TELL ABOUT YOU

1. What kind of music do you like?
2. Do you like to listen to music with ear phones?

OATMEAL COOKIES
by Anonymous

bring	store	cold
cookies	good	going

Linda asked Bill,
"Are you going
to the store?"

"Yes," said Bill.
"I am going
to the store."

"Will you bring me
a box of oatmeal?
I will make you
oatmeal cookies.
They will be good
on a cold day,"
said Linda.

FILL IN THE MISSING WORDS

1. Linda _____ Bill,
2. "Are you _____ to the store?"
3. "_____," said Bill.
4. I am going to the _____.
5. "Will you _____ me a box of oatmeal?
6. I will _____ you oatmeal cookies.
7. They will be good on a _____ day," said Linda.

MATCH THE WORDS

store	BRING
going	COOKIES
cookies	STORE
cold	GOING
bring	COLD

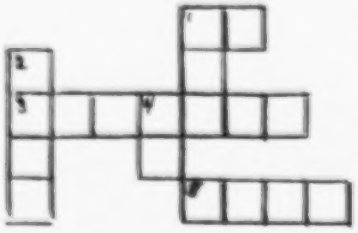
CROSSWORD PUZZLE

ACROSS

1. Yes, I'm going ____ the store
3. I like _____ cookies.
5. I will _____ you some cookies.

DOWN

1. Yes, I am going to _____ store.
2. They will be good on a _____ day.
3. Will you bring _____ some oatmeal



WORD BANK

oatmeal	me	make
the	cold	to

THE STORY

1. What did Linda ask Bill?

_____

2. What did Linda say she would make?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you ever make cookies?

2. Do you like oatmeal cookies?

AT THE BALL GAME
by Anonymous

ball	popcorn	lasted
game	shook	bought

I went
to the ball game
in Pittsburgh
at Three Rivers
Stadium.
It was night.
They had hot dogs,
popcorn, pop, beer
and salt pretzels
to buy.
It was a warm night.

I shook hands
with the
Pittsburgh Parrot.
There were a lot of
people there.
The game lasted
until after ten.
I bought
a Pirate cap.

FILL IN THE MISSING WORDS

1. I went to the _____ game
   in Pittsburgh at Three Rivers Stadium.

2. It was _____.

3. They had hot _____, popcorn, pop, beer and salt pretzels
   to buy.

4. It was a warm _____.

ADD S AND READ

ONE	MORE THAN ONE
river	river__
night	night__
game	game__
ball	ball__

MATCH THE WORDS

buy	WARM
beer	POPCORN
warm	PEOPLE
cap	BUY
popcorn	SALT
salt	CAP
people	BEER

WORD FIND

X	B	E	E	R	BEER
B	W	C	A	P	BUY
U	A	X	X	X	WARM
Y	R	P	O	P	CAP
X	M	X	X	X	POP

THE STORY

1. Where did the author go?

_____

2. When did the author go?

_____

3. Was it a cold night?

_____

4. What did the author buy?

_____

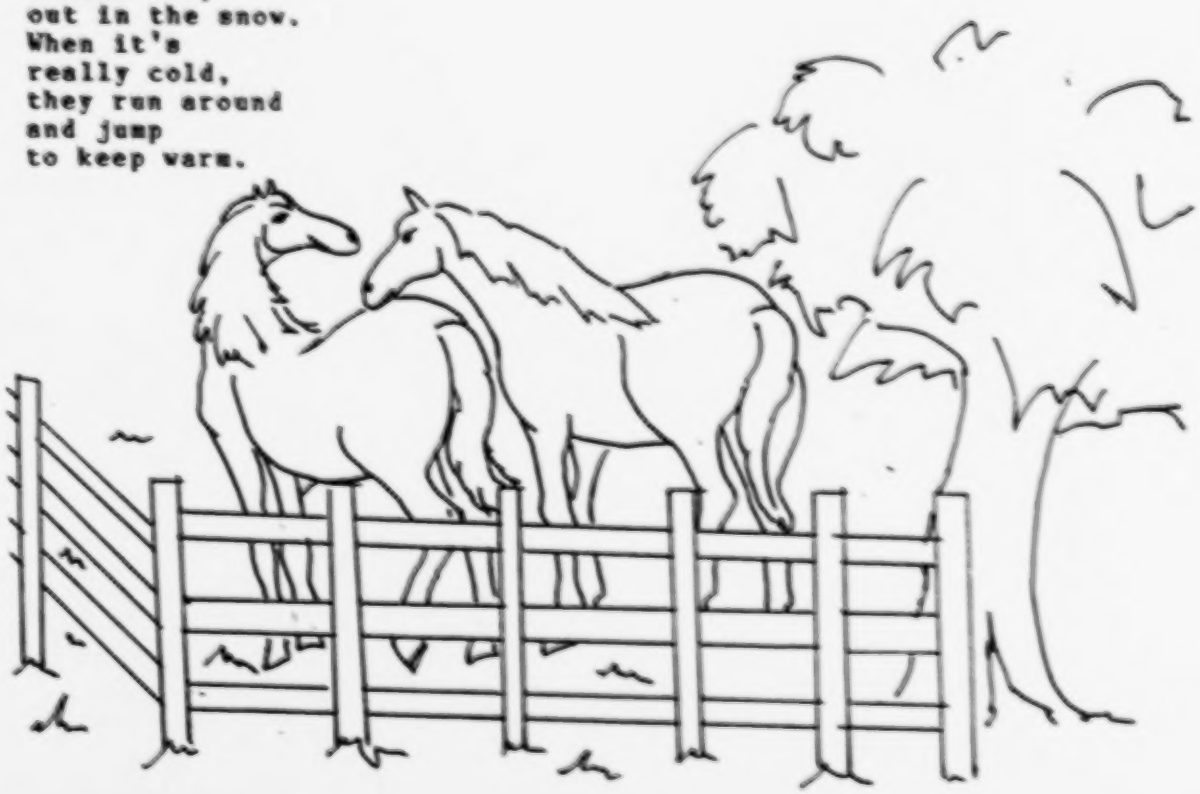
YOUR TURN - TELL ABOUT YOU

1. Did you ever go to a ball game? Tell about it.

THE PONIES
by Betty Fye

have	everytime	brown
called	fence	black
around	warm	

I have two ponies.
Everytime they are fed,
they whinny
and snort.
They are called
Beauty and Tony.
We have had them
a long time.
My Dad
built them a barn
and put up a fence
so they don't get out
on the road.
Tony is white
with brown spots.
Beauty is black.
Beauty always
chases Tony
out in the snow.
When it's
really cold,
they run around
and jump
to keep warm.



FILL IN THE MISSING WORDS

1. I have two _____.
2. Everytime they are fed, they whinny _____ snort.
3. My _____ built them a barn and put up a fence.
4. _____ is white with brown spots.
5. Beauty is _____.
6. Beauty always chases Tony out in the _____.

FILL IN THE MISSING LETTERS

__lack s__ots

fe__ce __un

s__ow jum__

WORD FIND

S B L A C K	RUN
B A R N S S	BROWN
S S S R U N	JUMPS
S J U M P S	BARN
S B R O W N	BLACK

THE STORY

1. How many ponies does the author have?

_____

2. What are their names?

_____

3. Why did the author's dad build a fence?

_____

4. How do the ponies keep warm?

_____

YOUR TURN - TELL ABOUT YOU

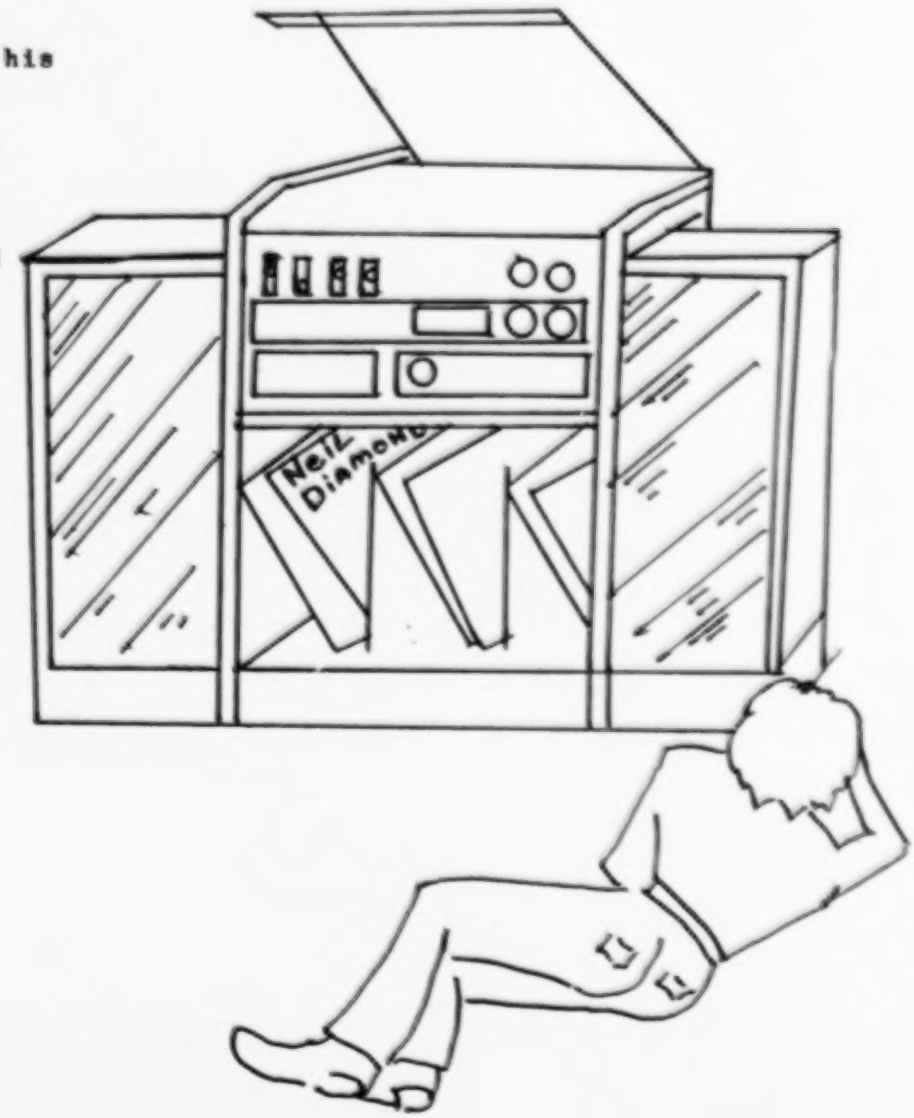
1. Do you know someone who has a pony?

2. Have you ever ridden a pony?

MUSIC I LIKE
by Tim Sawchuk

music	roll	record
rock	country	birthday

I like
rock and roll music.
I like music
from the 50's.
I like
country music.
I like
Neil Diamond.
I have
one record of his
and one tape.
I like
Crystal Gayle.
I like
Anne Murray.
I am going to
get her record
for my
birthday,
I think.
My birthday
is July 18th.



FILL IN THE MISSING WORDS

1. I _____ rock and roll music.

2. I like music _____ the 50's.

3. I like country _____.

4. I _____ one record of his and one tape.

ADD S AND READ

ONE	MORE THAN ONE
record	record__
tape	tape__
birthday	birthday__

WORD FIND

M U S I C F F F	LIKE
F F F L I K E F	HER
F G O I N G F F	MUSIC
H E R F F F F F	HIS
F F F F F H I S	GOING

THE STORY

1. What kinds of music does the author like?

_____

_____

_____

2. Name three singers that the author likes.

_____

_____

_____

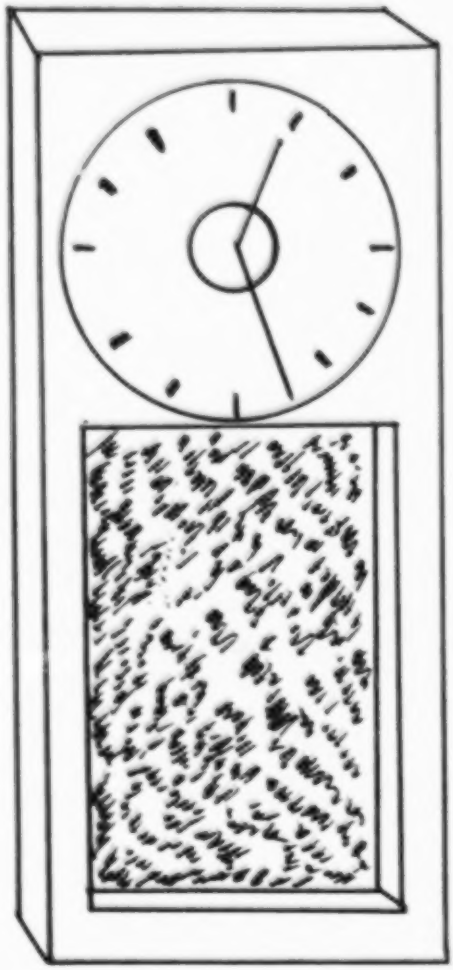
YOUR TURN - TELL ABOUT YOU

1. What kind of music do you like?

MY CLOCK
by Cindy Buttorff

colors	white	hands
through	orange	clock
holes	yellow	

I am making
a latchhook
clock.
I have a hook
that pulls
the yarn
through the holes.
The colors are
white, yellow,
orange and black.
It has
a yellow face
and orange
numbers.
The hands
are black.
The rest is
white and orange.
After it is done,
I will hang it
in my room.



FILL IN THE MISSING WORDS

1. I am making a latchhook _____.

2. It has a yellow _____.

3. It has _____ numbers.

4. The hands are _____.

5. I will hang it in my _____.

MATCH THE WORDS

colors	HOOK
hook	COLORS
face	ROOM
hands	FACE
room	HANDS

WORD HUNT

G G G C G G	CLOCK
G G G L G G	ROOM
G R O O M G	FACE
G F A C E G	HOOK
H O O K G G	

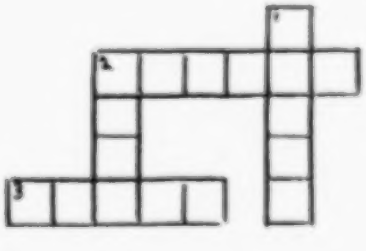
CROSSWORD PUZZLE

<u>ACROSS</u>

2. yellow
3. hands

<u>DOWN</u>

1. holes
2. yarn



THE STORY

1. What is the author making?

_____

2. What color is the face of the clock?

_____

3. What color are the hands of the clock?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you have a hobby? Tell about it.

DAYS OF THE WEEK
by Martha Snyder

Monday	Thursday	Sunday
Tuesday	Friday	
Wednesday	Saturday	

Today is Friday.
Yesterday was Thursday.
On Monday
I did the laundry.
On Tuesday
I cleaned the house.
On Wednesday
I cooked dinner.
On Thursday
I cooked dinner
and supper
and washed
the dishes.
On Saturday
I went shopping.
On Sunday
I went to church
with Alda
in the van.

FILL IN THE MISSING WORDS

1. Today is _____.

2. Yesterday was _____.

3. On _____ I did laundry.

4. On _____ I cleaned the house.

5. On _____ I cooked dinner.

6. On _____ I went shopping.

7. On _____ I went to church.

MATCH THE WORDS

Sunday	MONDAY
Monday	TUESDAY
Tuesday	SUNDAY
Wednesday	WEDNESDAY
Thursday	FRIDAY
Friday	THURSDAY
Saturday	SATURDAY

WORD FIND

Z	Z	Z	W	Z	Z	Z
Z	T	Z	E	Z	Z	Z
S	U	N	D	A	Y	Z
Z	E	Z	N	Z	Z	Z
Z	S	Z	E	Z	Z	Z
Z	D	I	S	H	E	S
Z	A	Z	D	Z	Z	H
Z	Y	Z	A	Z	Z	O
Z	Z	Z	Y	Z	Z	P

WORD BANK

SUNDAY
SHOP
WEDNESDAY
DISHES
TUESDAY

THE STORY

1. On what day did the author do the laundry?

_____

2. On what day did she go shopping?

_____

3. On what day did she clean the house?

_____

4. On what did she cook dinner?

_____

5. On what day did she go to church?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you do different things each day of the week?

2. What is your favorite day of the week?

STUDENT EVALUATION

1. Did you enjoy the readers and the exercises for the stories?

2. What story or stories interested you most?

3. What story or stories did you like least?

4. Did you write your own story with your tutor?

5. Did you enjoy reading your own story?

6. Did you learn the meaning of words you used in telling your story?

7. Would you like to continue writing your own experience stories?

8. Do you have anything to add about reading these stories or writing your own?

TUTOR EVALUATION

1. Was the tutor guide helpful in preparing you to use the readers?

2. Were the stories interesting to your student? Why or why not?

3. Were the exercises helpful to your student in understanding the story? Why or why not?

4. What would you like to see changed in the exercises?

5. Did the stories and the exercises encourage your student to write his or her own experience?

6. Did the stories improve the overall quality of your lessons?

Comments_____

_____

_____

_____

_____